



The Montana Comprehensive Assessment System

MontCAS

Criterion-Referenced Test (CRT) & CRT-Alternate Assessment (CRT-Alt)

TEST COORDINATOR'S MANUAL

Spring 2009



Important Phone Numbers

As a test coordinator representing your system, you may require more assistance. It is readily available through the offices listed below.

For information about CRT program administration issues, contact:

Dan Verdick, Montana Program Manager

Phone (800) 431-8901, Extension 2220

E-mail: verdick.dan@measuredprogress.org

OR

Nancy Hall, Montana Program Assistant

Phone (888) 792-2741

E-mail: hall.nancy@measuredprogress.org

OR

Danielle Hornsby, Montana Program Assistant

Phone (888) 792-2741

E-mail: hornsby.danielle@measuredprogress.org

For information about CRT-Alternate program administration issues, contact:

Lynn Albee, Montana Program Manager

Phone (800) 431-8901, Extension 2309

E-mail: albee.lynn@measuredprogress.org

For information about program policy issues, the CRT-Alternate Assessment, or standard and nonstandard accommodations, contact:

Judy Snow, State Assessment Director

Phone: (406) 444-3656

E-mail: jsnow@mt.gov

OR

Karen Richem, OPI Assessment Specialist

Phone: (406) 444-0748

E-mail: krichem@mt.gov

For information about ELL/LEP, contact:

Lynn Hinch, OPI

Phone: (406) 444-3482

E-mail: lhinch@mt.gov

For information about Title I, contact:

B. J. Granbery, OPI

Phone: (406) 444-4420

E-mail: bgranbery@mt.gov

For Information about students with migrant status, contact:

Angela Branz-Spall, OPI

Phone: (406) 444-2423

E-mail: angelab@mt.gov

For information about CRT-Alternate policy issues, contact:

Timothy Harris, OPI

Phone: (406) 444-4429

E-mail: tharris@mt.gov

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Important Dates

DATE	SYSTEM TEST COORDINATOR'S CHECKLIST
January 28–30, 2009	Receive memo mailed by Measured Progress. The memo contains the password necessary for online access to CRT-Alternate test booklets.
January 29–30, 2009	Statewide Test Administration Conference
February 4–6, 2009	Download and print: <ul style="list-style-type: none"> • CRT-Alternate Test Administration Manual • CRT-Alternate test booklets for teachers administering the alternate assessment NOTE: test coordinators need the password received from Measured Progress January 28–30, 2009.
February 6, 2009	CRT administration manuals posted online
February 6–11, 2009	Receive <i>CRT Test Coordinators Manual(s)</i> , Pre-Administration Training CDs, CRT-Alternate Material Kits, CRT-Alternate Return Materials and training CD shipped by Measured Progress.
February 6–11, 2009	Receive <i>OPI Test Security Guidelines</i> , CD with training PowerPoint, and nondisclosure forms mailed by OPI.
February 19–25, 2009	Receive CRT testing materials from Measured Progress.
February 10–March 25, 2009	CRT-Alternate Assessment testing window
March 2–25, 2009	CRT testing window
March 26, 2009	Last day to schedule UPS pickup for CRT and CRT-Alternate used Student Response Booklets and other testing materials NOTE: Please see page 28 of this manual for detailed instructions.
March 27, 2009	Last day to ship via UPS used CRT and CRT-Alternate Student Response Booklets and other test materials to be returned to Measured Progress
March 31, 2009	UPS automatic pickup of all other test materials (if a pickup was not scheduled with UPS before March 26) NOTE: Failure to return your Student Response Booklets on this date will delay the release of statewide results.
June 2, 2009	Interactive roster, final roster, and summary reports posted on MARS.
September 2009	Receive CRT and CRT-Alternate report interpretation guides, parent letters, and cumulative labels.



What's New for the 2009 CRT and CRT-Alternate Administrations?

- The *Test Administrator's Manuals* that used to be grade specific have been combined into one complete manual. Specific instructions for certain grades are indented and italicized.
- Development for the CRT-Alternate Assessment in grades 4, 8, and 10 in reading and mathematics is complete. This year the CRT-Alternate will consist of the new tasklet format in all grades and content areas.
- Accommodations Changes:
 - Accommodation #3 "Extended Time" has been removed. The CRT is an untimed test; therefore this accommodation is unnecessary.
 - Accommodation #11 "Teacher Presence" has been removed. Since a teacher can be a Test Administrator, there is no need for this accommodation.
 - Accommodation #29: "Mathematics" has been removed. "Other" now applies only to reading.
 - Accommodation #30: "Reading" has been removed. "Student uses a calculator, number chart etc. on the no calculator session" is not applicable to reading.
 - Accommodation #31: "Mathematics" has been removed. "Other" now applies only to reading.
 - Accommodation #32: "Reading" has been removed. "Other" now applies only to mathematics
- The Montana CRT is an untimed test. Testing schedules and times are suggested. There is no accommodation to be coded for a student who requires extra time to complete the test.
- Global instructions: A list of instructions for all test administrators to post in their classrooms has been created and can be found on page 8 of this manual.
- You will receive two PowerPoint presentations this year, one for test coordinators and one for training test administrators. Please review both presentations and present the one for test administrators at the first meeting (see page 23 of this manual for meeting suggestions).
- There will be two material shipments. The first will contain CRT-Alternate testing and return materials, a training CD, as well as CRT training materials. The second shipment will contain CRT testing materials.

Structure and Format of the Test

The MontCAS Criterion-Referenced Test (CRT) is a comprehensive assessment covering a broad range of objectives in reading, mathematics, and science.

All students in grades 3–8 and 10 will take the reading and mathematics portions of the CRT. Students in grades 4, 8, and 10 will also take the science portion of the test. Each student will record answers to all portions of the test in a single Student Response Booklet except grade 3 students, who will record their answers directly in their test booklets. Directions for administering tests are given in the *Test Administrator's Manual*. Students may underline words and/or use a highlighter in their test booklets. Scrap paper may be provided to students to assist them during testing. All scrap paper must be shredded after each test session.

In the CRT, the pool of test items is divided into two categories. A portion of the assessment consists of common items, which appear in all forms of the test and are taken by all students. The remainder of the item pool consists of field-test items. The field-test items are divided among eight different forms of the test; each student completes one form. The method of field testing allows for the annual release of items. Student, school, system, and state results are based only on the common items.

The CRT includes:

- multiple-choice items, which require students to select the correct answer from four possible responses.
- short-answer items (mathematics test only), which require students to write out their answers.
- constructed-response items, which require students to write a brief (half-page) response or to show the solution to a problem. These items take approximately 5–10 minutes to answer.

Test Security

Test coordinators and administrators are prohibited from disclosing the contents of CRT assessments. Under no circumstances should test booklets or marked Student Response Booklets be circulated among faculty, administrators, or other persons.

Any concern about breaches of test security or noncompliance with test administration procedures must be reported immediately to the principal, system test coordinator, and state assessment director. All system test coordinators and school principals will receive *OPI Guidelines and Procedures for Test Security*. This OPI publication outlines reporting procedures and should be made available to system superintendents, principals, and test administrators.

Instructions for System and School Test Coordinators

The assistance of test coordinators is vital to the success of the CRT program. Test coordinators help to ensure that testing proceeds smoothly, that testing materials are properly accounted for, and that all school test coordinators and administrators are properly trained. The quality of assessment data depends, in large part, on uniformity of test administration procedures. For this reason, the instructions given in this manual must be followed closely by test coordinators, and the instructions given in the *Test Administrator's Manual* must be followed closely by test administrators.

Checklist for System Test Coordinators

System test coordinators serve as the liaison between Measured Progress and local test administrators (teachers, in most cases). They also serve as the school's contact person for Measured Progress.

BEFORE TESTING:

- Coordinate all testing activities.
- Notify schools about testing.
- Plan training and testing schedules utilizing the meeting guidelines on page 23 of this manual.
- Receive and inventory test materials using the Material Summary Form. The quantity of test materials that Measured Progress sends each school is based on enrollment information provided by schools to OPI via AIM. A test materials overage is shipped to schools to compensate for new students. The number of test booklets and Student Response Booklets contained in each shrink-wrapped package is indicated on its label. To maintain test security, do not open the shrink-wrapped test booklet packages until the first day of testing.
- Read instruction manuals for test coordinators and test administrators.
- Sign the Test Coordinator's Security Agreement.
- Request additional test materials if needed.
- Provide training for test administration, accommodations, materials handling, and test security to School test coordinators and principals.
- Give school test coordinators/principals the *OPI 2009 Guidelines for Test Security* and the Test Administrator/Teacher Test Security Information sheets, (one for each teacher handling test materials and/or administering the CRT and/or CRT-Alternate) to be copied at the schools.
- Oversee the inventory, distribution and collection of all test materials.
- Distribute manuals, barcode labels, and test materials to School test coordinators. Save the original test boxes for the return shipment after testing has ended.

CRT-Alternate Before Testing;

- Download, print, and distribute CRT-Alternate test booklet(s) and *CRT-Alternate Administration Manual(s)*.
- Distribute CRT-Alternate Test Material Kits, Return Materials, and training CDs.

DURING TESTING:

- Be available to answer questions from school test coordinators. Call Measured Progress at (888) 792-2741 if you have additional questions.
- Be sure schools have arranged for makeup testing for students who miss all or part of the test. All test sessions, original and makeup, must be scheduled between March 2 and March 25, 2009.

AFTER TESTING: (Please refer to pages 26–28 for specific CRT and CRT-Alternate return instructions.)

- Collect all test materials from school test coordinators on or before March 26, 2009.
- Inventory test materials using the Material Summary form.
- Pack used Student Response Booklets by school and grade in the used answer document box assigned to the appropriate school and return to Measured Progress. These boxes have been pre-labeled with a prepaid UPS second day air label. **Please do not return multiple schools and grades together.**
- Pack all other secure test materials in shipping boxes for return to Measured Progress. Affix a UPS return service label to each box.
- Schedule a UPS pickup online at <http://iServices.measuredprogress.org>. At the welcome screen, select “MONTANA” from the drop-down menu and click “Enter;” then select “UPS Pickup Request” from the left column. Follow the on-screen instructions to place a UPS pickup request. (Please see page 28 for further instructions.)

CRT-ALTERNATE AFTER TESTING:

Materials for each student should be packaged separately in the white plastic envelopes marked “For Return of Test Materials”; **one white plastic envelope per student**. The envelopes have preaffixed UPS RS labels. Each of the following items should be placed in the plastic envelope:

- CRT-Alternate test booklet
- Evidence templates
- Teacher recording sheets for evidence templates
- Student Response Booklet
- Material replacement form (if necessary)

Checklist for School Test Coordinators

BEFORE TESTING:

- Read this manual and the *Test Administrator’s Manual*.
- Provide training for the *Test Administrator’s Manual* to test administrators.
- Give your principal the Principal’s Nondisclosure and Test Security Agreement forms.
- Develop training and testing schedules and review procedures with administrators, including the OPI guides for test security and accommodations.
- Arrange for testing of students who require test accommodations that cannot be made in a regular classroom.
- Determine which special program bubbles, if any, need to be shaded in section 1 on page 2 of Student Response Booklets.
- Distribute all test materials to test administrators, including student barcode labels for placement on Student Response Booklets (test booklet covers for grade 3 students).
- Supply test administrators with extra #2 pencils, scrap paper, and calculators (if applicable).

DURING TESTING:

- See that testing procedures are followed.
- Maintain test security in all settings and locations.
- Be sure that all students have comfortable and adequate workspaces.
- Ensure that accommodations specified in IEP’s or routinely used in classrooms and assessments for at least three months prior to testing are provided to students.
- Be available to answer questions as necessary.

AFTER TESTING:

- Collect signed copies of the Principal's Nondisclosure and Test Security Agreement form.
- Verify that boxes on page 2 of the Student Response Booklets have been completed, if applicable.
- Confirm that no paper has been taped, pasted, stapled, or otherwise attached to used Student Response Booklets.
- Verify that all used Student Response Booklets have been placed in a large white envelope labeled "For Return of Used Answer Documents" (one envelope per test administrator). Seal the envelopes.
- Collect and inventory all secure test materials (test booklets) from test administrators. Mathematics Reference Sheets are not secure and may be kept in the classroom and used as a reference tool.
- Pack all large white envelopes labeled "**For Return of Used Answer Documents,**" "Special Handling" envelopes, and nondisclosure forms in the box labeled "**For Return of Used Answer Documents Only.**" Pack all other secure test booklets (used and unused) in the appropriate shipping boxes.
- Return all test materials in the appropriate boxes to system test coordinators no later than **Thursday, March 26, 2009.**

CRT-ALTERNATE AFTER TESTING:

- Ensure that all answers have been transferred to a Student Response Booklet.
- Ensure that test administrators administering the CRT-Alternate have placed test materials and the Materials Replacement Form in the envelope(s) labeled "For return of CRT-Alternate Student Test Materials" (one envelope per student).
- Ensure that test administrators administering the **CRT-Alternate** have transferred student scores from the CRT-Alternate test booklets to the Student Response Booklets; not transferring answers will result in the student receiving the lowest possible score (200/novice)

Global Instructions

The following information must be posted on classroom chalkboards before testing begins and must remain posted for all test sessions.

- Teacher name
- Recommended testing time (update for each test session as needed)
- Keep working until you reach the stop sign at the end of the session, located on the bottom-right corner of the page.
- Do not go beyond the stop sign for the session.
- When you finish a test session, you may check your work in that test session only.
- For constructed-response questions, make sure your work fits in the space provided.
- Mark the answer to each multiple choice question by filling in the correct bubble in your Student Response Booklet. (Grade 3 students will mark their answers directly in their test booklets).

Test Materials Shipped to Systems, Organized by School (Second Shipment)	
Item	Notes
Material Summary Form	Use this form to inventory test materials.
<i>Test Administrator's Manual(s)</i>	One manual per test administrator is provided. Extra copies may be downloaded at www.opi.mt.gov/assessment or http://iservices.measuredprogress.org/ .
White plastic envelope(s) labeled "For Return of Used Answer Documents"	One envelope per test administrator is provided. One envelope for every 15 grade 3 students is provided.
White plastic envelope(s) labeled "Special Handling"	One envelope per grade/school is provided for used Student Response Booklets that need special handling (voided, torn or crumpled Student Response Booklets, etc.).
Prepaid, pre-labeled return shipping boxes labeled "For Return of Used Answer Documents Only"	Use these boxes to return used Student Response Booklets (answer documents) placed in white envelopes.
Class Packs of Test Booklets	The number of test materials included in each class pack is indicated on the front of the pack. There are eight different forms of the test booklets. Please note that the different forms of the test booklets have been mixed in the class packs to ensure that the forms are <u>randomly</u> distributed to students. Test materials must be distributed in the order in which they appear in the class packs. Mathematics Reference Sheets are located at the back of each class pack. These are generic and may be distributed to students during mathematics test sessions.
Class packs of Student Response Booklets	The number of Student Response Booklets in each class pack is indicated on the front of the pack.
Student Barcode Labels	Barcode labels are sorted and packed by school, grade, and teacher (for schools that entered this information into AIM) in alphabetical order by students' last names. Test administrators or test coordinators must place the barcode labels on page 1 of Student Response Booklets. (For grade 3 students, place barcode labels on test booklet covers) prior to the first test session.
Form: "Voided and Unused Barcode Labels"	If a student is no longer enrolled, place the student's barcode label on this form. Please DO NOT write directly on the barcode label (scanners cannot read barcode labels that have been changed). Check the reason the barcode label was voided or write a brief explanation.

*** Please note that you will receive CRT and CRT–Alternate testing materials in separate shipments**

Ordering Additional Test Materials

Only system test coordinators may order additional test materials. Please be advised that an overage is shipped for each school. Shipping extra test materials to schools in advance of testing will hopefully save you time and reduce the number of requests for overnight test material deliveries.

If you are missing any test materials indicated on the Material Summary Form or if you need additional test materials, use Measured Progress's online ordering system at <http://iservices.measuredprogress.org>. At the welcome screen, select "**MONTANA**" and click "**Enter**". Select "**Order Additional Materials**" from the left column. Follow the on-screen instructions. To access your school's account, you will need your Measured Progress (MP) shipping code located on the first line of your Material Summary Form.

Students to be Tested

- **ALL** classroom students in grades 3–8 and 10 enrolled in accredited public and private Montana schools are required to participate.
- Students who are eligible for the alternate assessment are not excluded from testing; instead, they participate in the alternate assessment (CRT-Alternate).
- Students who have been identified as having Limited English Proficiency (LEP) must take the CRT. For their first year in the United States, LEP students are required to participate only in the mathematics and science assessments—they are excluded from the reading assessment. First-year LEP students may take the reading assessment; however, their scores will not be included in the calculation of averages. First-year LEP students may instead take a language test selected by their school. Please send the results to Judy Snow, State Assessment Director, at OPI.
- Part-time students must be included in the CRT if they are enrolled in the district for 180 hours or more for the school year and if they have not reached the age of 19. Part-time students enrolled less than 180 hours in a mathematics course, a reading course, or a science course may participate in the CRT, but their scores will not be included in the calculation of averages.
- Home-schooled students may participate in the CRT at the request of a parent. Home-schooled students must be tested at a local school during the regular testing period; they may not be tested at home. Arrangements should be made through the county superintendent. For schools with home-schooled students participating in testing, the following are directions for completing their Student Response Booklets:
 - Page 1: Complete the "Student Name", "School Code", "Form Number", and "Birth Date" boxes.
 - Page 2: Complete Section 1, "Student not enrolled".
 - Complete Section 2, if applicable.
- Students in private schools not accredited by the Montana Board of Public Education may participate in the CRT.
 - Page 1: Complete the "Student Name", "School Code", "Form Number", and "Birth Date" boxes.
 - Page 2: Complete Section 3, "Student enrolled"
- All suspended students are expected to participate and will be counted in district and school reports.

Students absent during testing Test administrators must keep a list of students absent during regularly scheduled test sessions. These students must be scheduled for makeup test sessions within the testing period (March 2–25). Students who are not administered makeup tests during the test administration window will receive a scaled score of 200 (novice) that will be included in school averages. A used

Student Response Booklet must be completed for all students, including students who were absent during the entire testing window.

Large-print Large-print test booklets are enlarged editions (using 18-point font) of the CRT test booklets. Students may write directly in the large-print test booklets. Test administrators are *required* to transfer each student's answers from the large-print test booklet to a Student Response Booklet and **code accommodation #27** in the appropriate boxes on page 2 of the Student Response Booklet. Not transferring answers will result in the lowest possible score (200/novice). Grade 3 students' answers must be transferred to standard-sized Student Response Booklets as well.

Braille Montana treats the Braille version of the CRT as a standard test accommodation. Test administrators are required to transfer each student's answers from the Braille test booklet to a Student Response Booklet and **code accommodation #26** in the appropriate boxes on page 2 of the Student Response Booklet. Not transferring answers will result in the lowest possible score (200/novice).

Any student who is enrolled on the count date in AIM, but for whom there is no Student Response Booklet returned, will be assigned a novice score that will be included in the school's average.

Students Eligible for Reporting Exclusions (from Calculation of Averages)

All public and private students enrolled in an accredited Montana school must participate; however, the results for students in the following categories will be excluded from the calculation of result averages:

- Foreign exchange students **are required** to participate.
- Students not enrolled in an accredited Montana school (for example, home-schooled students) **may** participate.
- Students enrolled in a private accredited school **are required** to participate.
- Students enrolled in a private nonaccredited school **may** participate.
- Students enrolled part-time (less than 180 hours) and taking a mathematics, a reading, or a science course **may** participate.
- First-year LEP students **are required** to participate in only the mathematics and science assessments. They **may** be excluded from the reading assessment.
- Test administrators must complete and submit a used Student Response Booklet for all enrolled students, whether they participated in testing or not.

STUDENTS ELIGIBLE FOR REPORTING EXCLUSIONS
(from Calculation of Averages)

EXCLUDED FROM AVERAGES	MUST PARTICIPATE	MAY PARTICIPATE
Foreign exchange students	Yes	
Students not enrolled in an accredited Montana school		Yes
Students enrolled in a private accredited school	Yes	
Students enrolled in a private nonaccredited school		Yes
Students not in school for the entire academic year	Yes	
Students not in a system for the entire academic year	Yes	
Students enrolled part-time (less than 180 hrs.) and taking a mathematics, reading, or science course		Yes
First year LEP students may be excluded from the reading assessment only. If they do not participate in the CRT reading assessment, they may instead take a language test selected by their school. Results must be sent to Judy Snow, State Assessment Director. They must participate in the CRT mathematics and science tests.	Yes (mathematics and science tests only)	

Determining How Students Will Participate in the CRT or CRT-Alt

All students with special needs participate in the CRT assessment program, either by taking the regular CRT or CRT-Alternate Assessment (CRT-Alt) if they meet the eligibility criteria. Students with special needs and LEP students are often given test accommodations. All persons administering assessments to special education students should be familiar with the assessment guidelines that are part of each student's IEP and with the allowed state-assessment accommodations. Test accommodations are generally derived from a student's IEP. Any students may be given test accommodations as long as they parallel the accommodations routinely used for that student in daily instruction and assessments and do not invalidate the purpose of the test. An accommodation is considered routine if it is part of the student's classroom work and assessment three months prior to testing.

CRT-Alternate Assessment results are classified into the same four performance categories as regular CRT assessment results. This allows the results for alternately assessed students to be aggregated with the scores of other students for the performance classification of schools and districts under the No Child Left Behind Act.

OPI has established goals for the performance of children with challenging disabilities that are consistent, to the maximum extent appropriate, with the goals and standards for the performance of nondisabled children. Therefore, the CRT-Alternate Assessment is a performance-based test that is aligned with Montana's content standards and expanded benchmarks. The inclusion of students with disabilities in the assessment and accountability system is critical to ensure appropriate allocation of resources and learning opportunities for these students. The CRT-Alternate Assessment was designed for the less than one percent of the student population for whom traditional assessments, even with accommodations, would be an inappropriate measure of progress.

Completion of the CRT-Alternate Assessment

- ensures that students with significant challenges will be represented in school achievement data;
- provides multiple ways for IEP teams (including general and special education teachers, support services, families, and students) to measure progress on relevant student outcomes;
- encourages student choice and decision-making in learning as well as evaluation of student work;
- merges instructional and assessment activities; and
- builds support for meaningful participation in appropriate general education curriculum.

CRT Accommodations

The *2009 OPI Guidelines for Accommodations* and the accommodations training PowerPoint are included on the CRT Training CD provided to each system and school in the first shipment received in early February 2009 from Measured Progress. The Guidelines and PowerPoint are both online at: www.opi.mt.gov/Assessment/Phase2.html#Accom.

Standard Accommodations

Standard accommodations are available to all students on the basis of individual needs and regardless of disability status. Decisions regarding standard accommodations should be made by the student's educational team on an individual basis, consistent with either previous accommodation decisions for the student or current educational needs. Making accommodations decisions on a group basis rather than on an individual basis is not permitted. Any accommodation(s) must be consistent with those used during the student's regular classroom instruction and assessment for at least three months prior to testing.

Nonstandard Accommodations

If a student uses an accommodation that results in an invalid score (i.e., a nonstandard accommodation), the student is considered a nonparticipant when calculating the participation rate for AYP purposes. In addition to the student being considered a nonparticipant, the student's score from the assessment is not included in calculating the proficiency rate for AYP.

- Nonstandard accommodations can be provided for a student with disabilities only if the accommodations are specified in the student's IEP.
- If a student is administered the test with a nonstandard accommodation in a specific content area (reading, mathematics, or science), the student will not be counted as a participant for AYP determinations in that content area. The nonstandard accommodation used must be coded in the appropriate boxes on page 2 of the Student Response Booklet. The student's results for that content area (reading, mathematics, or science) will not be calculated in the averages for AYP determination.
- The Individuals with Disabilities Education Act (IDEA) requires that all students participate in the statewide assessment. This requirement applies whether or not the student takes the test with a nonstandard accommodation.

Options for Participation

Without Accommodations	With Standard Accommodations	With Nonstandard Accommodations	CRT-Alternate
<ul style="list-style-type: none"> • For students who do not require accommodations of any kind • Group setting • Untimed with guidelines 	<ul style="list-style-type: none"> • For any student (students with disabilities <u>as well as</u> students without disabilities) when an accommodation is necessary to allow a student to demonstrate his/her skills and competencies • Must be coded in section 2 on page 2 in the Student Response Booklet • May be given in any, or all content areas (reading, mathematics, or science) • Does not change intent/content of the test 	<ul style="list-style-type: none"> • For students when specified in their IEPs/ 504s • Must be coded in section 2 on page 2 in the Student Response Booklet • May be given in any, or all content areas (reading, mathematics, or science) • <u>Changes</u> the intent/content of the test 	<ul style="list-style-type: none"> • For students when specified in their IEP plans • For students who have a significant cognitive disability • Must be coded in section 1 on page 2 in the Student Response Booklet • Based on alternate achievement standards • Must be given in all content areas (reading, mathematics, and science)

Guidelines for Standard and Nonstandard Test Accommodations

Standard accommodations are changes in the routine conditions under which students take the CRT tests that do not alter what is measured by the tests.

Standard accommodations for the CRT

- are available to students with IEP or 504 plans.
- are available to all students if the accommodation has been part of the student's classroom instruction and assessment for at least three months prior to testing.
- are determined on an individual basis for each student rather than for groups of students.
- can involve changes in timing, scheduling, or setting and changes in how the test is presented, how a student responds to test questions, and how a student's answers are recorded.
- do not affect results or AYP.

Questions and Answers:

Q: All of my students use graphic organizers. Can they use them during testing?

A: No. Accommodations are determined on an individual, not a class, basis and should not include materials regularly used in the classroom for instruction.

Q: I have mathematics formulas on posters in the classroom. Should I cover or remove them during testing?

A: Yes, cover or remove them. Mathematics Reference Sheets are provided for use during all CRT mathematics tests. During testing, cover or remove any instructional materials such as graphic organizers or multiplication tables. Students must work independently, and no student should have any form of assistance or material that other students do not have. The tests are standardized and the testing process is standardized. Any deviations from the process might compromise valid assumptions.

Q: During test sessions, can teachers prompt students to check answers or write more?

A: No. Instead, before testing, encourage students to check answers and write complete responses. Please see the global directions on page 8 of this manual.

Q: What do I do if my school runs out of test booklets? Can I borrow from another school in my system?

A: No. If you have inventoried your materials as recommended, you should have plenty of time to order additional materials from Measured Progress prior to your scheduled testing date. In the event that you find you need more booklets within 48 hours of your scheduled testing date, please make necessary arrangements with your system test coordinator to ensure that you have the materials that you need to administer the test.

If you have more specific questions regarding accommodations, please refer to the *2009 MontCAS CRT Accommodations Manual* at: www.opi.mt.gov/PUB/PDF/Assessment/CRT/TA/08Accommodations.pdf.

Use the accommodation codes on pages 16–18 to clarify accommodations and to code page 2 of the Student Response Booklet after testing. Coding #28 (standard accommodation), #31 and #32 (nonstandard accommodation) for “Other” requires advanced verification. Contact information is provided on page 1 of this manual.

Standard CRT Accommodations

(Code all that apply after testing)

SCHEDULING ACCOMMODATIONS
1. Change in Administration Time: Test is administered at a time of day or a day of the week based on student needs.
2. Session Duration: Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
3. N/A
SETTING ACCOMMODATIONS
4. Individual Administration: Test is administered in a one-to-one situation.*
5. Small Group Administration: Test is administered to a small group of students.*
6. Reduce Distracters: Student is seated at a carrel or other physical arrangement that reduces visual distractions.
7. Alternative Setting: Test is administered to a student in a different setting.*
8. Change in Personnel: Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).*
9. Home Setting: Test is administered to the student by school personnel in their home.
10. Front Row Seating: Student is seated at the front of the classroom when taking the test.*
11. N/A
EQUIPMENT ACCOMMODATIONS
12. Magnification: Student used equipment to magnify test materials.
13. Student (not groups of students) wears equipment to reduce environmental noises.
14. Template: Student uses a template.
15. Amplification: Student uses amplification equipment (e.g., hearing aid or auditory trainer) while taking test.
16. Writing Tools: Student uses a typewriter or word processor (without activating spell check).
17. Voice Activation: Student speaks response into computer equipped with voice-activation software.
18. Bilingual Dictionary: Student uses a bilingual dictionary. (Note: Bilingual dictionary could include a simplified English dictionary or glossary, subject area vocabulary list).*

RECORDING ACCOMMODATIONS
19. Dictation: Student dictates answers to a test administrator who records them in the Student Response Booklet.
20. Writing Tools: Student marks or writes answers with the assistance of a technology device or special equipment. The student's answers are transferred by the test administrator to the Student Response Booklet.
21. Assistive Technology: Another form of assistive technology routinely used by the student (that does not change the intent or content of the test) was used by the student (not groups of students).
MODALITY ACCOMMODATIONS
22. Oral Presentation Science and Mathematics: Tests are read to student by the test administrator. For the reading test, reading passages may not be read aloud. Note: Readers must read test items/questions to student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to students regarding the meaning of words, the intent of test questions, or responses to test items/questions.
23. Test Interpretation: Tests, including directions, are interpreted for students who are deaf or hearing-impaired (with the exception of interpreting the reading test).*
24. Test Directions with Verification: An administrator gives test directions with verification (by using a highlighter) so that student understands them.*
25. Test Directions Support: An administrator assists student in understanding test directions, including giving directions in native language.*
26. Braille: Braille version of the test was used by the student.
27. Large Print: A large print version of the test is used by student.
28. Other: With verification from OPI in advance of the testing window, some other approved accommodation is used by student.

* Accommodation suggested as appropriate for Limited English Proficient (LEP) students

Nonstandard CRT Accommodations

Nonstandard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a nonstandard accommodation. Nonstandard accommodations are available only for students with IEP/504 plans.

- A student using a nonstandard accommodation will not be counted as a participant and the student's results for the content area test **will not** be calculated in averages for AYP. Test administrators will code the nonstandard accommodation on page 2 of the student's Student Response Booklet.

The following is a partial listing, by example, of methods of administration that would be considered nonstandard.

Nonstandard Accommodations for Montana's CRT

NONSTANDARD ACCOMMODATIONS
29. Reading: Reading passages are read aloud to student, or student uses text-reader software for reading passages. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in reading who, without the text being read, could not participate in this portion of the test.
30. Mathematics: Student uses a calculator, number chart, arithmetic table, or manipulative on the no calculator sections of the mathematics test. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in mathematics who, without the use of a calculator, would not be able to perform any mathematics calculations or functions.
31. Other–Reading: With verification from OPI in advance of the testing window, some other approved accommodation is used by student.
32. Other–Mathematics: With verification from OPI in advance of the testing window, some other approved accommodation is used by student.
33. Other–Science: With verification from OPI in advance of the testing window, some other approved accommodation is used by student.

System Test Coordinators – Second Shipment

Receipt and Inventory of CRT Test Materials

Test materials will be delivered to system test coordinators via UPS. Please alert your staff and ask them to notify you when they accept delivery of the test materials. If you have not received test materials by February 25, 2009, immediately telephone the Montana Help Desk at (888) 792-2741.

- Materials for each school in your system will be packed separately by grade. A Material Summary Form is located in this box. Complete the “Qty Received” and “Qty Returned” columns and return the list with test materials at the end of testing. The system test coordinator is accountable for returning all secure test materials (test booklets and Student Response Booklets) received in the initial shipment and any additional requests.
- Used CRT Student Response Booklets and the Test Coordinator and Principals Non-disclosure Agreements are to be returned separately from test booklets and unused blank Student Response Booklets. If there is a barcode on the Student Response Booklet, or any coding in any section, that booklet is considered used. Pre-labeled, prepaid UPS second day air return boxes marked “For the Return of Used Answer Documents” are for the return of these documents. All other materials are to be returned in their original boxes by affixing the UPS return service labels provided. The used CRT-Alternate Student Response Booklets should be returned with the CRT Student Response Booklets.

Affixed to each box is a preprinted barcode label identifying the test materials for your system. The information on the label will expedite the tracking of returned materials after testing, so please do not remove, destroy, or deface the label. Save the boxes and the packing materials in which test materials were shipped so they can be reused when you return the test materials to Measured Progress.

Each delivery will also include UPS return service labels for shipping boxes back to Measured Progress. You will receive the same number of return service labels as the number of boxes shipped to your school. If you use fewer boxes to return test materials, please include unused return service labels in one of the returned boxes.

A prompt inventory of test materials will allow you time to order additional test materials, if needed. Please immediately provide training for school test coordinators and then distribute their test materials.

Return of Test Materials

All used Student Response Booklets must be shipped to Measured Progress no later than Friday, March 27, using the boxes marked “For Return of Used Answer Documents.” All other test materials must be shipped to Measured Progress no later than Tuesday, March 31. A delay in returning used Student Response Booklets will delay statewide results. Thank you in advance for your cooperation.

Make an inventory of all test materials before returning them using the Material Summary Form. As you count test materials, check the appropriate spaces on this form. Pack test materials for return in the boxes in which you received them. Since the labels are prepaid, it is important to return test materials by grade in the boxes that they arrived in.

School Test Coordinators

Scheduling Test Sessions

The test must be given to students between March 2 and March 25. Schedule the testing in your school early enough during this period to allow time for makeup testing, if needed. You must also schedule testing for any students who require test accommodations that cannot be made during regular test sessions. All testing, including makeup sessions, must be completed no later than Wednesday, March 25, 2009.

The CRT is intended to be a measure of student proficiency rather than speed; therefore, suggested times should not be strictly enforced. Students should be allowed to continue as long as they are working productively. The chart on the next page reflects time ranges most students should need to complete the assessment. If a student needs additional time beyond the suggested time range, move the student to a predesignated area. Schools should set aside a separate classroom space on testing days to continue testing students who need more than the scheduled time per session to finish their work.

Announce ahead of time, not during testing, that students who complete a test session early may go back and check their work in that session of the test only or close their test booklets and sit quietly. Students may not work on any other session of the test. Since some students will finish early, it is important for them to be quietly occupied so they will not disturb students who require more time. The test sessions and suggested time to complete each session are shown in the chart on the next page. For details about calculator use, please see Appendix A.

Suggested Testing Schedules and Session Lengths

GRADES 3-8: READING	
Day 1	Time Range (in minutes)
General Instructions	5–10
Session 1	45–55
Day 2	
Session 2	45–55
Break	
Session 3	45–55

GRADES 3-8: MATHEMATICS	
Day 1	Time Range (in minutes)
Session 1	45–55
Day 2	
Session 2	45–55
Break	
Session 3	45–55

GRADES 4, 8, & 10: SCIENCE	
Day 1	Time Range (in minutes)
Session 1	45–50
Day 2	
Session 2	45–50
Break	
Session 3	45–50

GRADE 10: READING	
Day 1	Time Range (in minutes)
General Instructions	5–10
Session 1	50–60
Day 2	
Session 2	50–60
Break	
Session 3	50–60

GRADE 10: MATHEMATICS	
Day 1	Time Range (in minutes)
Session 1	50–60
Day 2	
Session 2	50–60
Break	
Session 3	50–60

Guidelines for Test Administration

- For scheduling purposes, each session must be treated as an intact unit. That is, once students start a session of the test, they must finish it within the session block; under no circumstances may they go back to complete or revise an earlier session or forward to view or begin another session.
- Suggested total testing time is approximately 5 hours (7 hours and 30 minutes with science for grades 4, 8 and 10). Scheduling different test sessions over the course of at least three or four days is advised to minimize student fatigue and allow students to do their best work on the test. Test sessions may be scheduled to fit the overall school schedule.
- The CRT is an untimed test. The suggested schedule reflects the time needed by most students to complete the test. A student who is working productively without experiencing undue fatigue or frustrations may be allowed more time to complete the test. Extra time is no longer considered a standard accommodation.
- It is suggested that sessions be given in the order presented in the test booklet. However, a school may choose to alternate reading, mathematics, and science as long as sessions 1, 2, and 3 are completed in order within each content area.
- The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium. The test is designed to assess a wide range of student abilities and to provide information to schools and districts about student performance. All students should be tested in surroundings that will provide them with the opportunity to do their best work on the assessment. In schools where students in several classes are being tested, each classroom of students should take the same test session simultaneously to ensure test security.
- Testing schedules should be arranged so students do not become fatigued, especially for third- and fourth-grade students. Measured Progress suggests that these students not be tested any longer than two hours without an hour break in any one day. We recognize that this might not be possible or even the most convenient schedule for your students, but we urge you to space sessions appropriately.
- Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test part.

Distributing Test Materials and Briefing Test Administrators

As the school test coordinator, you should review the *Test Administrator's Manual* and become familiar with the information in that manual. Distribute a manual to each teacher who will be administering the test. Schedule two meetings to provide overall training, to review the PowerPoint for test administrators, to distribute test materials, to review testing procedures and schedules, and to answer any questions test administrators may have about administering the assessment.

Meeting 1

- As test coordinator, you are responsible for maintaining the security of test materials. You must notify test administrators that test items are secure and must **not** be discussed, released, copied, or duplicated in any way. Using the current year's test materials to familiarize students with test-taking strategies is a violation of test security and testing procedures.

Meeting 2

- Distribute student test materials, Student Response Booklets, barcode labels and class packs of test booklets. Administrators should not review the test questions.
- Review on page 1 of Student Response Booklets (test booklets for grade 3 students) where barcodes should be placed (shaded area labeled "Place Label Here").
- Provide information regarding accommodations on page 2 of the Student Response Booklets. Information is to be filled in when testing is complete, if applicable.

Please remind test administrators that there are eight test forms per grade and that test booklets must be distributed (as packed) in random order. All eight test forms have the same set of common items (items previously field-tested and used for scoring) but different field-test items. This system of testing permits the release of a percentage of common items each year. If needed, class packs of test booklets may be split to accommodate the number of students in any one testing group within a school.

Test administrators should be aware that their primary role is to encourage students to take the task seriously and do their best on the tests, to give clear directions to students, and to monitor student performance to see that directions are followed. Administrators may not comment on students' work or help them in any way, except when completing their student demographic information on the front cover of their Student Response Booklets (or test booklets for grade 3 students).

Barcode Labels

Student barcode labels are included in school test materials shipments. Note that all student label information is extracted from AIM in January. Schools will not receive a label for students enrolled after this extract. If you did not receive a label for an enrolled student for this reason, demographic information will need to be completed on that student's Student Response Booklet. If a student is no longer enrolled at your school, please update your local student information system prior to the end of the testing window. If a student's name is misspelled or a student's grade level is wrong, you may still use the label and update the information in your local student information system prior to the end of the testing window. All student information changes must be in AIM prior to the end of the testing window to ensure that CRT reports reflect correct student information and enrollment status.

Summary of Barcode and Coding Information

Participants in the CRT and CRT-Alternate include the following types of schools:

- public schools
- treatment centers that are under contract with the Office of Public Instruction
- private accredited schools
- private non-accredited schools
- schools that test students who are not enrolled, such as home-schooled students

The tables on pages 24 and 25 provide specific information about barcode labels and coding for each school type.

	Public	Residential Treatment Facilities	Private Accredited Schools	Private Non-Accredited Schools	Home-schooled Students
	All students need either a barcode label or a state student ID on their SRBs.	All students need either a barcode label or a state student ID on their SRBs.	All students need either a barcode label or a state student ID on their SRBs.	Students need complete coding.	Students need complete coding.
Students with barcode labels	Barcode information is provided to Measured Progress by the OPI AIM system as of 2/3/2008. All students enrolled during the January assessment registration should have a barcode label.	Barcode information is provided to Measured Progress by the OPI AIM system as of 2/3/2008. All students enrolled during the January assessment registration should have a barcode label.	Barcode information is provided to Measured Progress by the OPI AIM system as of 2/3/2008. All students enrolled during the January assessment registration should have a barcode label.	N/A	N/A
New students/ students without barcode labels	If a student <u>does not</u> have a barcode label and is enrolled in a public or private accredited school, please contact your school's AIM specialist who will provide you with a 9 digit state student ID number. Since there is no barcode label, the "state student ID" box must be bubbled on page 1 of the SRB. All students enrolled in a public or non-public accredited school in Montana must have a state student ID number on the used SRB returned to Measured Progress. Only code the "state student ID" box if you do not have a student barcode label.	Request state student ID from previous school. If a student does not have a barcode label and is enrolled in a public school, please contact your school's AIM specialist who will provide you with a state student ID number. Once you have the state student ID, bubble the student ID number in the box on page one of the student's SRB. Only code the "state student ID" box if you do not have a student barcode label.	If a student <u>does not</u> have a barcode label and is enrolled in a public or private accredited school, please contact your school's AIM specialist who will provide you with a 9 digit state student ID number. Since there is no barcode label, the "state student ID" box must be bubbled on page 1 of the SRB. All students enrolled in a public or non-public accredited school in Montana must have a state student ID number on the used SRB returned to Measured Progress. Only code the "state student ID" box if you do not have a student barcode label.	N/A	N/A

	Public	Residential Treatment Facilities	Private Accredited Schools	Private Non-accredited Schools	Home-schooled Students
How to complete the SRB	<p>Before testing, page 1 Affix student barcode label or, if there is no barcode label, bubble the state student ID box on page 1</p> <p>During testing, page 1 All students will code the “Form” box during testing, with the exception of grade 3 students. Students will write their teacher’s name in the appropriate box.</p> <p>After testing, page 2 Complete sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt.</p>	<p>Before testing, page 1 Affix student barcode label or if there is no barcode label, bubble the state student ID in the box on page 1.</p> <p>During testing, page 1 All students will code the “Form” box during testing with the exception of grade 3. Students will write their teacher’s name in the appropriate box.</p> <p>After testing, page 2 Complete sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt.</p>	<p>Before testing, page 1 Affix student barcode label or if there is no barcode label, bubble the state student ID in the box on Page 1.</p> <p>During testing, page 1 All students will code the “Form” box during testing with the exception of grade 3. Students will write their teacher’s name in the appropriate box.</p> <p>After testing, page 2 Complete sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt.</p>	<p>Before testing, page 1 Complete “Student Name”, “School Code”, and “Birth Date” boxes.</p> <p>During testing, page 1 Students will write their teacher’s name in the appropriate box. All students will code the “Form” box during testing, with the exception of grade 3.</p> <p>After testing, page 2 Completing section 3 information in “Gender”, “Ethnicity” and “Program Information” boxes is <u>optional</u>.</p>	<p>Before testing, page 1 Complete “Student Name”, “School Code”, “Local Student ID” and “Birth Date” boxes.</p> <p>During testing, page 1 Students will write their name and their teacher’s name in the appropriate boxes, and code the “Form” box.</p> <p>After testing, page 2 Complete sec. 1 on page 2. The box with “Student enrolled” info is required. Complete Sec. 3 info in “Gender”, “Ethnicity” and “Program Info” boxes is <u>optional</u>.</p>
Students no longer enrolled	Affix student barcode label to “Voided and Unused Barcode Label” form. Loosely place form(s) with used answer document envelopes in the “Return of Used Answer Document” boxes for return to Measured Progress.	Affix student barcode label to “Voided and Unused Barcode Label” form. Loosely place form(s) with used answer document envelopes in the “Return of Used Answer Document” boxes for return to Measured Progress.	Affix student barcode label to “Voided and Unused Barcode Label” form. Loosely place form(s) with used answer document envelopes in the “Return of Used Answer Document” boxes for return to Measured Progress.	N/A	N/A

After Testing

Collecting Test Materials

After original test sessions and makeup sessions are completed, all used and unused test materials must be returned to the school test coordinator. When materials are returned, check to ensure that:

- all test materials, whether used or unused, have been returned by each test administrator.
- all test booklets for the assessment have been returned and counted.
- Student Response Booklets (test booklets for grade 3 students) have been completed for each student, whether the student was fully tested, partially tested, or totally excluded from the CRT or the CRT-Alternate test.
- The Student Response Booklets (test booklets for grade 3 students) are in good condition and free of erasure bits.
- all accommodations and participation information is coded, if applicable.
- each test administrator has placed used Student Response Booklets and grade 3 test booklets into the large, white envelope labeled **“For Return of Used Answer Documents Only.”** Please note these envelopes are school and grade specific.
- used Student Response Booklets (or grade 3 test booklets) that are frayed, torn, or in a condition that should be brought to our attention (for example, student had a nose bleed or was sick during testing; student used several Student Response Booklets for mathematics, reading, and/or science due to an accommodation) must be returned to Measured Progress in the **“Special Handling”** envelope. Measured Progress program management staff will examine all items in the “Special Handling” envelope and hand-process test materials requiring special attention.
- CRT-Alternate test booklet, evidence templates, teacher recording sheets, material replacement form (if necessary), and Student Response Booklet of each student who took the CRT-Alternate have been placed in the white plastic envelope marked **“For Return of CRT-ALTERNATE Test Materials.”**
- all scrap paper and other nonsecure test materials have been returned to you for you to shred.
- the Principals Agreement Form has been returned to you and is included in the package with the used Student Response Booklets.

Return all test materials to the system test coordinator on or before Thursday, March 26, 2009.

Packing Test Materials

CRT: Inside your original CRT shipment boxes, you received flat return shipment boxes marked “For the Return of Used Answer Documents Only.” These are to be returned separately from other materials. **Failure to follow instructions regarding the return of materials will result in a delay of results being posted.** Special prepaid second day UPS return service labels have been preaffixed to these boxes. These boxes are to be used specifically for the return of used CRT Student Response Booklets or grade 3 test booklets, “Special Handling” envelopes and nondisclosure forms. (See TABLE 1 on page 27). Please note that each box is school specific. To ensure streamlined processing of your materials, please do not return multiple schools in the same box. Test booklets can be returned in the original shipping boxes (See TABLE 2 on page 27).

TABLE 1:

**Carton Labeled “For the Return of Used Answer Documents”
Packing Order for Carton**

Top of Carton
Voided Barcode Label Form (packed loosely).
Principal’s and Test Administration Security Agreement Forms (packed loosely).
Sealed envelopes labeled “For Return of Used Answer Documents” that contain used CRT Student Response Booklets and grade 3 test booklets
Envelope(s) labeled “Special Handling” that contain Student Response Booklets that were destroyed by a student, torn, frayed on edges, etc. Nothing else should be in this envelope.
Bottom of Carton

TABLE 2:

**Cartons for Returning All Other Test Materials
Packing Order for Carton**

Top of Carton
ALL student test booklets (must be returned to Measured Progress).
Bottom of Carton

Reseal the carton(s) using heavy-duty packing tape. Cross out or tape over any old address labels, leaving the barcode label(s) untouched. Include any extra UPS return service labels that you did not use in the first carton.

TABLE 3:

CRT-Alternate: Those who received CRT-Alternate materials also received a white plastic return envelope marked “For Return of CRT-ALTERNATE Test Materials.” You received one return envelope per student. Each return envelope has a UPS return service label affixed to it. **Please return CRT-Alternate materials separately from CRT materials.** The table below lists items to be included in the CRT-Alternate return envelope for each student:

What to include in the plastic envelope marked “For Return of CRT-ALTERNATE Test Materials”

CRT-Alternate test booklets
Evidence Templates
Teacher Recording Sheets
Used and Unused Student Response Booklets
Material Replacement Form (if necessary)

Materials that do not need to be returned:

The following materials are not secure and do not need to be sent back with your testing materials.

- *Test Administrator's Manuals*
- *Test Coordinator's Manuals*
- CDs
- Mathematics Reference Sheets
- Test Security Information for Teachers Forms

Please dispose of these materials or keep them for future reference.

Instructions for Using UPS Return Service

*Please note that answer document labels will be preaffixed to the appropriate boxes.

Step 1	Locate the UPS return service label for every box being returned. A single UPS label has been provided for each box you received. The preprinted labels contain the system name, street address, city, state, and zip code at the top.
Step 2	Adhere the appropriate UPS return service label to each box being returned. Place the label over the original label on the box.
Step 3	When your test materials are sealed and ready to be returned to Measured Progress, you will have to select <u>one</u> of the options listed below.

Arrangements for UPS pickup must be made no later than 11:00 A.M., on Thursday, March 26. A delay in returning used Student Response Booklets will result in delayed reports statewide!

Option 1: Request a UPS pickup online at <http://iServices.measuredprogress.org>. At the welcome screen, select “MONTANA” from the drop-down menu and click “Enter”; then select “UPS Pickup Request” from the left column. Follow the on-screen instructions to place a UPS pickup request. Requests for pickup made after 12 P.M. mountain standard time (2:00 P.M. eastern standard time) will require the pickup to be made on the second business day after the request is received. You will need the UPS tracking number (found on the UPS return service label) to enter your request. Only one tracking number is needed, even if you have multiple boxes to return.

Option 2: Contact UPS directly by calling (866) 745-6447. You will need the UPS tracking number (found on the UPS return service label) to enter your request. Only one tracking number is needed, even if you have multiple boxes to return.

If you have any questions regarding the return of materials, contact the Montana Service Center toll-free at (888) 792-2741.

GLOSSARY OF TERMS

TERM	DEFINITION
Accommodations	Special arrangements made for students who are unable to take the assessment under normal circumstances.
Alternate Assessment	The process by which teachers collect information (performance event) that reflects a student's abilities; for a small percentage of students, accommodations to the regular assessment will not give results representative of those students' abilities.
Common Items	A group of items that appear in the same locations across all forms of the assessment, to allow comparison of individual student performance. Most, if not all, of these items are released with results for use in classrooms.
Constructed-Response Item	An item that requires more than one or two words for a response; this type of item is also called an open-response item.
Criterion-Referenced Test	An assessment that compares a student's performance to a specific standard or standard of achievement established for an entire content domain or subdomain.
Former LEP Student	<p>A student who was previously identified as Limited English Proficient but who has now attained proficiency. A student cannot be identified as former LEP for more than two years. In order to determine when LEP students become proficient, districts will take into account multiple measures that include:</p> <ul style="list-style-type: none"> • an overall score of proficient (P) or advanced (A) on the ELP assessment along with a rating of proficient or above (PA) in all domains (listening, speaking, reading, and writing). Students scoring as proficient (P) should demonstrate a proficient score on the ELP assessment for two consecutive years. Students scoring as advanced (A), along with additional measures and teacher input, would be considered proficient and no longer LEP. • input from additional measures of reading, writing, or language development available from school assessments that link to the district process in place for the identification of LEP students. More detailed information is available on the OPI web site at www.opi.mt.gov/pdf/bilingual/CriteriaLEP.pdf. <p>If you need further clarification, please contact OPI bilingual specialist Lynn Hinch at (406) 444-3482 or lhinch@mt.gov.</p>

Full Academic Year	Continuous enrollment from the October enrollment reporting date (first Monday in October) through the school test administration window. This definition is applied separately at both the school and district levels, with those students identified as not in school for the full academic year (NSAY) being excluded from all school-level annual measurable objective calculations and those students identified as (NDAY) being excluded from all district-level annual measurable objective calculations. (OPI AYP Data Glossary)
Mathematics Reference Sheet	Usually a card-stock document that includes a ruler, formulas, and other information students can use during the test administration to aid them in answering the questions.
Field-Test Item	Items present only as trial items on test forms.

APPENDIX A: GUIDELINES FOR USE OF CALCULATORS

Mathematics “calculator” test sessions assess students’ problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in “no-calculator” test sessions.

Use of calculators in the mathematics “no calculator” sessions constitutes a testing irregularity. Use of calculators in these sessions can result in a student not being considered a participant in the mathematics test and can invalidate the student’s scores.

We suggest that students use calculators that are familiar to them (their own personal or school owned calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions. (Test administrators may wish to have additional calculators on hand to loan to students, as needed.) Items on any of the math assessments of the CRT - calculator sections can be answered using a four-function calculator. However, it is possible for students to answer the items without the aid of a calculator

Although practice varies, the calculator types listed below are commonly used in classes in grades 3-8 and 10 and are allowed on the CRT - calculator sections; however, the most important factor is a student’s familiarity with the calculator being used.

Grades 3, 4, 5 and 6: Four-function calculator

Grades 7 & 8: Scientific calculator

Grade 10: Graphing calculator

CAUTION:

- graphing calculators and others with memory capacity are potential hazards to test security
- if a student most commonly uses this type of calculator, the test administrator must clear the memory BOTH before and after testing for each student
- students must not share calculators during testing

MATHEMATICS SCHEDULE FOR USE OF CALCULATORS

GRADES 3–5: MATHEMATICS CALCULATOR USE	
Day 1	
Session 1	Calculators are NOT allowed.
Day 2	
Session 2	Calculators are NOT allowed.
Break	
Session 3	Calculators ARE allowed.

GRADES 6–8 and 10: MATHEMATICS CALCULATOR USE	
Day 1	
Session 1	Calculators are NOT allowed.
Day 2	
Session 2	Calculators ARE allowed.
Break	
Session 3	Calculators ARE allowed.

APPENDIX B:

Student Response Booklet (Example)

(Pages 1 & 2)

MONTANA COMPREHENSIVE ASSESSMENT SYSTEM (MONTCAS) CRT AND CRT - ALTERNATE SPRING 2009

All "required" information in Boxes A–E must be bubbled if there is no student ID label.

A STUDENT NAME (Required)	
LAST NAME	FIRST NAME
A	A
B	B
C	C
D	D
E	E
F	F
G	G
H	H
I	I
J	J
K	K
L	L
M	M
N	N
O	O
P	P
Q	Q
R	R
S	S
T	T
U	U
V	V
W	W
X	X
Y	Y
Z	Z

B SCHOOL CODE(Sc) (Required)	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9



STUDENT RESPONSE BOOKLET GRADE 7

TEACHER NAME:

F FORM (COVER OF TEST BOOKLET) (Required w/ or w/out label)	
1	2 3 4 5 6 7 8

C LOCAL STUDENT IDENTIFICATION (Optional)	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

D STATE STUDENT IDENTIFICATION (Required)	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

E BIRTH DATE (Required)		
MONTH	DAY	YEAR
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

STUDENT ID LABEL

Variable Barcode

Complete appropriate sections of this page after testing is complete.

Section 1: Required only for public schools and private schools accredited by the Montana Board of Public Education. **TO BE COMPLETED BY SCHOOL TEST COORDINATOR.**

G	<input type="radio"/> Student not enrolled (For example: homeschooled student) <input type="radio"/> Former LEP (cannot be current LEP) <input type="radio"/> Student enrolled less than 180 hours <u>and</u> taking a reading or mathematics course. <input type="radio"/> Student not in school entire academic year <input type="radio"/> Student not in district entire academic year <input type="radio"/> Student participated through alternate assessment this year. Note: Any student participating in the alternate assessment must be identified as a special education student with an IEP in the AIM student information system.
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Section 2: Required only for public schools and private schools accredited by the Montana Board of Public Education. **TO BE COMPLETED BY THE TEST ADMINISTRATOR.**

H	STANDARD ACCOMMODATIONS (Mark all that apply.)
Reading	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/> 13 <input type="radio"/> 14 <input type="radio"/> 15 <input type="radio"/> 16 <input type="radio"/> 17 <input type="radio"/> 18 <input type="radio"/> 19 <input type="radio"/> 20 <input type="radio"/> 21 <input type="radio"/> 22 <input type="radio"/> 23 <input type="radio"/> 24 <input type="radio"/> 25 <input type="radio"/> 26 <input type="radio"/> 27 <input type="radio"/> 28
Mathematics	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/> 13 <input type="radio"/> 14 <input type="radio"/> 15 <input type="radio"/> 16 <input type="radio"/> 17 <input type="radio"/> 18 <input type="radio"/> 19 <input type="radio"/> 20 <input type="radio"/> 21 <input type="radio"/> 22 <input type="radio"/> 23 <input type="radio"/> 24 <input type="radio"/> 25 <input type="radio"/> 26 <input type="radio"/> 27 <input type="radio"/> 28
NON-STANDARD ACCOMMODATIONS (Mark all that apply.)	
Reading	<input type="radio"/> 29 <input type="radio"/> 30
Mathematics	<input type="radio"/> 29 <input type="radio"/> 30

Section 3: Only for private schools not accredited by the Montana Board of Public Education. **TO BE COMPLETED BY SCHOOL TEST COORDINATOR.**

(Required Coding)
<input type="radio"/> Student enrolled in a private non-accredited school

I	GENDER (Optional Coding)
<input type="radio"/> Female	<input type="radio"/> Male

J	ETHNICITY (Optional Coding)
(Mark only one.)	
<input type="radio"/> American Indian or Alaska Native <input type="radio"/> Asian <input type="radio"/> Hispanic <input type="radio"/> Black or African American <input type="radio"/> Native Hawaiian or Other Pacific Islander <input type="radio"/> White	

K	PROGRAM INFORMATION (Optional Coding)
(Mark all that apply.)	
<input type="radio"/> SE (student has an IEP) <input type="radio"/> 504 <input type="radio"/> MG <input type="radio"/> GT <input type="radio"/> LEP/ELL (Cannot be former LEP) <input type="radio"/> Former LEP (Cannot be current LEP) <input type="radio"/> F/RL <input type="radio"/> Significant Cognitive Disability (Student should participate through CRT-ALT)	

APPENDIX C:

Locating State Student ID Numbers through the AIM System

Barcode Labels and State Student ID Numbers for Public Schools and Private Accredited Schools

The authorized representative at each school is responsible for the security of student data entered into AIM and for granting access to district personnel. Further, the authorized representative designates an AIM specialist for the district. The AIM specialist serves as the contact for both OPI and other district personnel.

If a student does not have a barcode label, contact the district's AIM specialist for further assistance in obtaining the student's state ID number. The instructions below provide guidance for obtaining state ID numbers.

Step 1: Search to locate the student in the AIM system.

1. Log in to the AIM system from the Achievement in Montana web site at www.opi.mt.gov/AIM/Index.html.
2. From the **Index**, select **Student Information** and **General**. Click on the **Search** tab.
3. Enter the student's **Last Name** in the **Search** box and click **Go**. A list of students matching the search criteria will be generated on the left side of the screen.
4. To select a student, click on the student's name. The **Summary** window will open on the right side of the screen. The student's **State ID** is located directly under the student's name and in the lower right corner of the **Person Information** screen.

*The **Person ID** in the top left corner of the **Person Information** screen is *not* the student's **State ID**.

5. Give the student's **State ID** to the test coordinator to record on the Student Response Booklet.

Step 2: The student is not in the AIM system.

1. The student will need to be enrolled in the AIM system and assigned a state ID number.
2. Instructions for locating state ID numbers and entering student enrollments data is available on the AIM web site at www.opi.mt.gov/AIM/Index.html under **AIM Collections** and **Assessment Registration Collection** on the menu bar.
3. Contact a member of the OPI AIM staff if further assistance is required.
4. Give the student state ID number to the test coordinator to record on the Student Response Booklet.

